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ABSTRACT

The publication, a training manual for rural advisory school boards, was developed by the Alaska State-Operated School System (ASOSS) and the Center for Northern Educational Research. It is a tangible demonstration that educational officials and policy makers at the State level are actively seeking ways to encourage local village residents to acquire the skills necessary to assume full operational responsibility for their schools. The position of the board of directors of ASOSS is that the board's responsibilities are transitional and that all rural Alaskan schools need to be organized on a local and regional basis as soon as possible. The training manual is divided into three sections: (1) organization and administration--State and Federal roles, legislation, State Board of Education role, and other State responsibilities; (2) school board organization--local organization, meetings, educational philosophy, board policy, program evaluation, school board-community relationships, school board personnel relationships, and school board and related organizations; and (3) other school board responsibilities--budgeting and buildings. Many pictures are included; a bibliography and index conclude the document. (AH)

ED 097160

A TRAINING MANUAL FOR ADVISORY SCHOOL BOARDS IN ALASKA

Prepared by

CENTER FOR NORTHERN EDUCATIONAL RESEARCH
UNIVERSITY OF ALASKA

PREPARED FOR ALASKA STATE OPERATED SCHOOLS

MARCH 1974

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Edited by
Wendell W. Wolfe

RC 008168

ACKNOWLEDGMENTS

When the Center for Northern Educational Research agreed to enter into a contract with the Alaska State-Operated School System to produce a training manual for advisory school boards it was with the full realization that considerable assistance from many individuals would be required. The project was discussed at some length on several occasions with Mr. Lyle Wright and Mr. Bill Vaudrin. Although they left the employ of the State-Operated School System prior to the completion of this project, both of them made a considerable impact on the project through their valuable suggestions.

There has been continued dialogue with Mr. David Osterback throughout the preparation of the training manual. His excellent liaison work, coupled with his reports from field tests of the draft manuscript, led to substantial improvements in the manual.

A team of writers composed of Mrs. Wade Jackinsky, Dr. Charles K. Ray, and Dr. Frank Darnell actually prepared most of the manuscript for the manual. William D. Overstreet, Executive Secretary for the Association of Alaska School Boards, also contributed a portion of the manuscript.

Because of the nature of the project and the need for advice from potential users of the manual, an Evaluation Committee was formed. The following persons served on the Evaluation Committee and made valuable suggestions for improvement of the manual:

Cecilia Ulroan
Ms. Eleanor Laughlin
Mr. Robert Clark
Mrs. Sylvia Carlsson
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Many unnamed individuals in the Alaska State-Operated School System and the Center for Northern Educational Research have also contributed to the production of this training manual. Without the support of these "unsung heroes," such a project could not succeed.

The Center for Northern Educational Research hereby acknowledges and expresses its appreciation for the efforts of all those who have contributed to the production of this document.

FOREWORD

A TRAINING MANUAL FOR RURAL SCHOOL BOARDS

It is fortunate that the publication of a training manual for rural advisory school boards is at last taking place after so many years without printed training materials. Advisory boards for state schools were established by the legislature in 1959 but few if any provisions have been made until quite recently to acquaint the people who serve as board members with an understanding of the Alaska educational system in which they serve. To expect any group of individuals to automatically understand the processes of educational policy-making in a system that historically disallowed decision making at the local level is unreasonable.

In recent years a few notable exceptions to the pattern of the past may be noted. The Bureau of Indian Affairs has sponsored a number of activities to train local board members. More recently the Alaska State Operated School System has organized an effort to conduct specially designed training sessions in several locations throughout the state through its Community Advocacy Division. It is generally recognized, however, those efforts to date have been too few and without the benefit of adequate training materials.

This training manual represents the combined efforts of staff members of the Community Advocacy Division, especially through the early work of Bill Vaudrin and David Osterback, and the University of Alaska. The idea of the manual was first suggested at the University of Alaska in 1971 in a proposal outlining the need for a policy manual for the advisory school boards throughout the state in villages served by the Alaska State-Operated School System (ASOSS). ASOSS in turn responded by approaching the BIA through the Department of Education for Johnson O'Mally funds for the project. Preparation of the manual commenced in 1972 under the leadership of Dr. Wendell W. Wolfe, Dean of the Senior College, University of Alaska, Anchorage. Originally conceived as a policy manual, it soon became apparent through the training sessions that were held in conjunction with preparation of the text that a training manual would meet the needs of village residents more effectively than a policy manual. Also, it was during this time that ASOSS contracted with the National School Boards Association to develop a policy manual for the ASOSS Board of Directors. That manual, a formal document containing a description of rules and regulations pertaining to advisory boards, is currently nearing completion. With the need for a policy manual met through the ASOSS boards official set of rules it became even more important to concentrate on a training document for local, rural boards.

To assure that the training component would hit its mark a special committee of village residents was called together by ASOSS to advise the editor and writing committee.

Thus, the material that follows is the product of the efforts of many people and as such represents a unique effort to provide the residents of the villages served by ASOSS better insights into their role as partners in the education of their children. It should also be looked at as only a beginning and the first printing calls for widespread comments and reactions by those using it so that subsequent editions and similar material will better reflect the needs of the people the manual serves.

Appearance of a training manual at this time is of greater significance than just an awareness on the part of ASOSS officials that an oversight of many years is being met. The manual is in effect a tangible demonstration that officials and

policy makers at the state level are actively seeking ways to encourage local residents to acquire the skills necessary to assume full operational responsibility for their schools. The position of the board of directors of ASOSS that their responsibilities be transitional and that schools need to be organized on local and regional bases as soon as possible is reflected in their endorsement of this publication. Through this publication and the others to follow it is hoped that principles of democracy usually afforded local residents throughout the USA in the operation of their schools will soon be available to all rural Alaska.

Stanley Friese, Superintendent ASOSS

Frank Darnell, Director CNER

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PART I. ORGANIZATION AND ADMINISTRATION

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EDUCATION IS A FUNCTION OF THE STATE RATHER THAN THE FEDERAL GOVERNMENT.

Education is not a power assumed by the federal government; but rather it has been left to each state to decide upon educational policies and regulations for its citizens.

ALASKA'S CONSTITUTION PROVIDES THAT THE LEGISLATURE SHALL ESTABLISH AND MAINTAIN A SYSTEM OF PUBLIC SCHOOLS OPEN TO ALL CHILDREN OF THE STATE.

Since education is a state function, the Legislature has the authority to provide for education in any manner it chooses. The State Legislature could require that schools be operated directly by the state or that local boards or other groups assume responsibility for education. The Legislature has the authority to change the present system of school operation.

ALASKA'S CONSTITUTION PROVIDES FOR THE ESTABLISHMENT OF A DEPARTMENT OF EDUCATION WITH BROAD POWERS FOR GOVERNING PUBLIC SCHOOLS.

The Department of Education is responsible to the Governor and to the Legislature for the administration and supervision of public elementary and secondary education in the state. The State Board of Education is responsible for developing policies and regulations which govern the public schools.

THE STATE DEPARTMENT OF EDUCATION HAS DUTIES AND POWERS WHICH ARE PRESCRIBED (OR DESCRIBED) BY LAW.

The Department of Education includes the State Board of Education, the Commissioner of Education, and staff members required to carry out the functions of this Department. Duties and powers of the Department are found in state statutes. (Sec. 14.07.010—055).*

*Legal references used in this Training Manual may be found in the Compiled School Laws of the State of Alaska, published by the Alaska Department of Education.

THE STATE BOARD OF EDUCATION SERVES AS THE POLICY MAKING BODY FOR THE DEPARTMENT OF EDUCATION.

A State Board of Education was established by the Alaska Legislature to develop policies and to provide direction for education in the state. Requirements for membership and powers of the Board are described in state laws. (Sec. 14.07.075—170)

THE LEGISLATURE ESTABLISHES SCHOOL DISTRICTS TO MANAGE AND CONTROL EDUCATIONAL PROGRAMS IN SPECIFIC AREAS OF THE STATE.

State laws in Alaska provide for the creation (or establishment) of borough school districts, city school districts, and for the Alaska State-Operated School System. The authority and responsibility for the management and control of each school district has been delegated (or given) to a school board.

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SCHOOL BOARD AUTHORITY EXISTS ONLY WHEN THE BOARD ACTS AS A BODY.

Members of the school board have no authority as individuals. The board has authority only when it acts as a group or legally formed body operating within the powers granted by law.

THE ALASKA STATE-OPERATED SCHOOL SYSTEM WAS CREATED BY THE STATE LEGISLATURE.

The Legislature established the Alaska State-Operated School System as a state corporation to provide for education in the unorganized borough. The responsibility for management and control of all State-Operated School matters (subject to state law and regulations of the State Board of Education) was given to the Board of Directors. Funds for the operation of the State-Operated Schools are direct appropriations by the Legislature.

THE BOARD OF DIRECTORS IS RESPONSIBLE FOR ESTABLISHING POLICIES FOR GOVERNING STATE-OPERATED SCHOOLS.

The Legislature delegated (or gave) the responsibility for establishing policies for governing the State-Operated Schools to the Board of Directors. Administrative actions related to the operation of the schools must be in keeping with the policies established by the Board of Directors.

THE LEGISLATURE AUTHORIZED ADVISORY SCHOOL BOARDS IN EACH COMMUNITY SERVED BY A SCHOOL OPERATED BY THE ALASKA STATE-OPERATED SCHOOL SYSTEM.

Advisory school boards were established to provide advice and assistance to the Board of Directors for the Alaska State-Operated School System through the local school administrator. ((Sec. 14.14.200) (Policy Codification Project AB-2; B-2BBA). Each advisory school board will have three members if the average daily membership is fewer than 251 pupils. When the average daily membership is larger than 250 pupils, the advisory school board consists of five members. The number of members may be increased from three to five and from five to seven by local election. (Sec. 14.14.170)

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ADVISORY SCHOOL BOARD MEMBERS
ARE ELECTED FOR THREE-YEAR TERMS.

Except when a board is first being formed, members are elected for a three-year term. When a new school board is organized, staggered terms of one, two, and three years are established. (Policy Codification Project AB-2CC) (Sec. 14.14.190)

SPECIFIC POWERS AND DUTIES OF ADVISORY SCHOOL BOARDS ARE ESTABLISHED BY THE BOARD OF DIRECTORS

The Board of Directors of the Alaska State-Operated School System have delegated certain responsibilities to advisory school boards. These responsibilities are identified in the policy manual of the Alaska State-Operated School System. (Policy Codification Project, 4B-2B)

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RULES AND REGULATIONS ESTABLISHED BY A GOVERNING BODY MUST NOT BE IN CONFLICT WITH A HIGHER LEVEL OF AUTHORITY.

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The Alaska Legislature may not make laws which violate Federal Statutes or the Constitution of the United States of America. The Board of Directors for Alaska State-Operated Schools may not make policies which are in conflict with state laws. Advisory School Boards cannot make rules and regulations that are contrary to those developed by the Board of Directors for the Alaska State-Operated School System.

GETTING ORGANIZED

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One of the first things school board members must do is to learn to work together for planning, conducting, and recording board meetings. Here are some suggestions which might be helpful in the orderly development of the advisory school board in your community.

ORGANIZE INTO A WORKING GROUP WITH A PRESIDING OFFICER (PRESIDENT OR CHAIRMAN), SECRETARY (CLERK), AND OTHER OFFICERS AS NEEDED.

(Policy Codification Project B-2BA)

SET ASIDE A REGULAR TIME AND PLACE FOR MEETINGS.

Regular meetings should be held at a certain time and place. The announcement of this time and place should be posted in a public place. (Policy Codification Project B-2CAB)

SPECIAL MEETINGS MAY BE CALLED BY THE PRESIDENT (CHAIRMAN) OR BY A CALL OF MORE THAN HALF (QUORUM) OF THE OTHER BOARD MEMBERS.

Special meetings may be called for the purpose of making a decision on a certain problem. No other business may be conducted except the stated reason for the meeting. The community should be informed that a special meeting is being held. (Policy Codification Project B-2CAC)

CONDUCT MEETINGS IN AN ORDERLY MANNER.

The law does not require a special set of rules but the board must decide on a way to make sure that meetings are orderly. Each board may adopt a set of bylaws for conducting its meetings.

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PREPARE AN AGENDA FOR EACH MEETING.

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The form of the agenda will vary, but it should lead to an orderly meeting. The chairman should meet with the principal teacher to review the various items to be discussed so that the chairman will be able to conduct the meeting and explain the required action. A typical meeting agenda might include the following items:

Call to order
Roll call
Declaration that over half of the members are present
Reading and approval of minutes of previous meeting
Reports from administrators, teachers, students, committees
Correspondence and petitions
Old business
New business
General purpose
Public presentations
Executive session when necessary
Adjournment

DISCUSS ONE TOPIC AT A TIME.

The chairman must make sure that the speaker stays on the topic being discussed, and should call a person out of order if he introduces a new problem.

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ALL DECISIONS ARE MADE BY THE BOARD WHILE IT IS IN OFFICIAL SESSION.

A school board member should not try to settle school matters alone. The board should listen to complaints during an official meeting.

Each person should be heard, but the school board acting as a group makes the decisions.

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KEEP A RECORD OF EACH MEETING.

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Record every action of the school board in writing or on tape recording. Keep a set of minutes of all meetings and make them available to the public. (Policy Codification Project B-2CBH)

ALL MEETINGS ARE OPEN TO EVERYONE WHO WISHES TO ATTEND.

All meetings are open to the public. The state law permits school boards to hold closed meetings (executive sessions) only when it is necessary to discuss a matter which might harm a person's character or harm the financial situation of the school.

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EXECUTIVE SESSIONS MAY BE CALLED FOR BY MOTION IN A REGULAR SESSION OF THE SCHOOL BOARD. THE PROBLEM MAY BE TALKED OVER, BUT THE OFFICIAL ACTION IS TAKEN WHEN THE BOARD HAS RETURNED TO THE OPEN MEETING.

The following motions are suitable for requesting an executive session:

"I move that the board go into executive session to discuss a subject that may tend to prejudice the reputation or character of a person."

"I move that the board go into executive session to discuss matters the immediate knowledge of which would adversely affect the finances of the school."

The board meets in private when it is in executive session, but the principal teacher or area superintendent usually attends the meeting. A citizen of the community may request to be heard in executive session. If a person is involved he may request to be present in the executive session. Everything possible should be done to assist in solving problems by talking things over with the people involved before going into executive session. (Policy Codification Project B-2CBK)

ANY PERSON WITH A PROBLEM HAS THE RIGHT TO APPROACH THE BOARD IF HE CANNOT RESOLVE THE PROBLEM WITH THE STAFF.

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As a rule, the staff will be able to handle most complaints, but if a person has taken his problem to the teacher, principal teacher, and area superintendent and has not received satisfaction then he should request permission to talk to the school board in session. This request should be made to the principal teacher.

CONDUCTING THE MEETING

THE ELECTED CHAIRMAN (OR PRESIDENT) OF THE SCHOOL BOARD IS RESPONSIBLE FOR CONDUCTING MEETINGS.

The chairman is responsible for conducting an orderly meeting of the board. Open discussion should be encouraged so that all board members may tell their opinions on each subject. All opinions should be heard. The chairman may be called upon to meet with people in the community to explain decisions made by the board.

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FOLLOW THE AGENDA.

The chairman should follow the agenda prepared for the meeting, making sure that each person who speaks stays on the topic being discussed.

ATTEMPT TO HAVE MEETINGS OF A REASONABLE LENGTH.

When people become tired or when an issue may cause many arguments, people tend to repeat themselves and very little is accomplished. When people are upset and do not agree, it is difficult for the board to act in a responsible manner.

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NO ACTION SHOULD BE TAKEN UNDER EXTREME PRESSURE.

The principal teacher may need more time to study a particular problem and to make a recommendation to the board. It is possible to recess the meeting to another time, or to postpone the matter until more information is available.

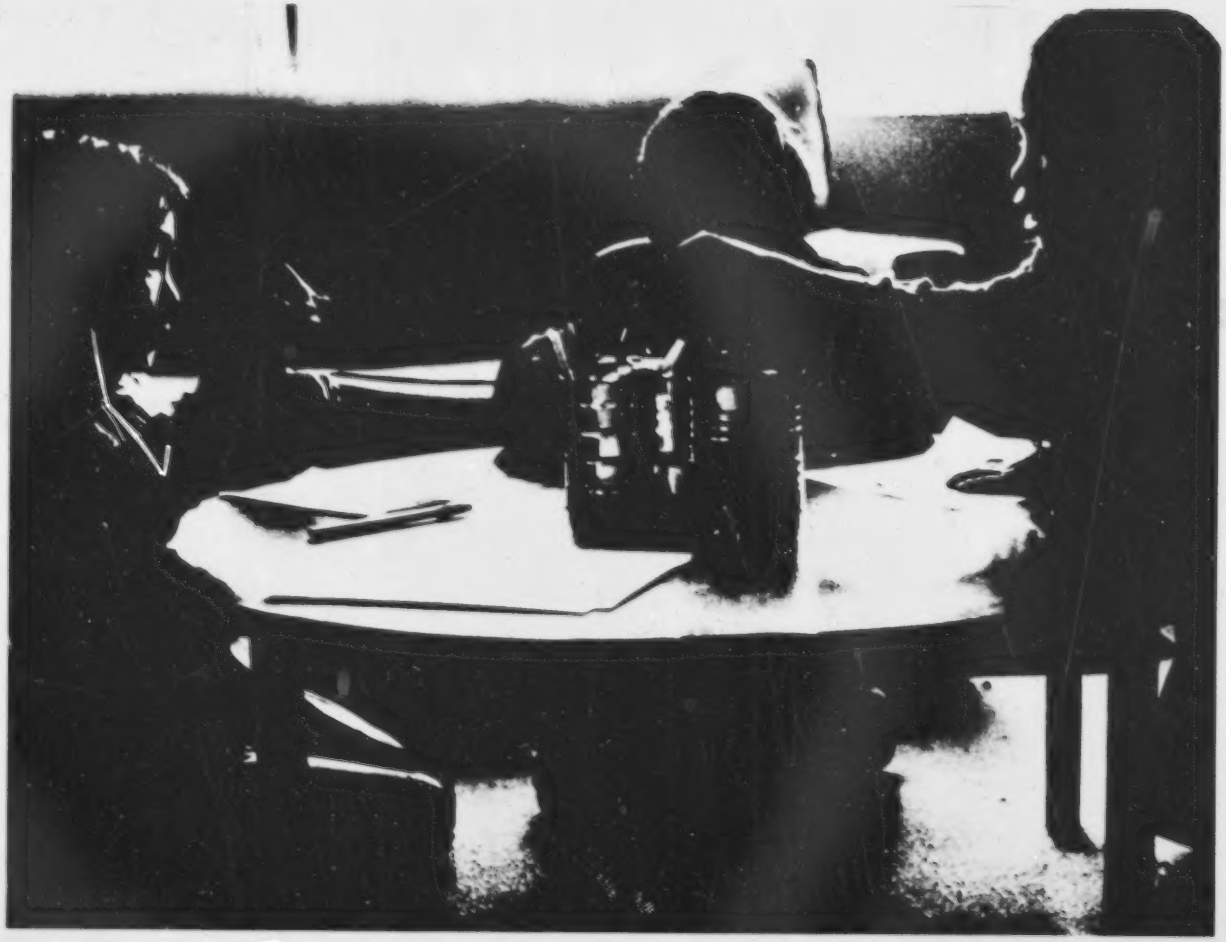
RECORD ALL ACTIONS, BUT NOT ALL DISCUSSION.

It is necessary to record exactly what was done, when it was done, and the action taken by the board. The meetings may be tape recorded and summarized at a later date. The person who takes the minutes must be instructed as to the proper form that the minutes are to have. The school board members must read the minutes of the previous meeting and correct any errors before approving and adopting the minutes. After the minutes are approved in a regular meeting, those minutes become the legal records of the school.

ACCURATE RECORDS MUST BE KEPT OF ALL BOARD MEETINGS.

The secretary (clerk) has the responsibility for taking minutes and seeing that a signed set of minutes for each meeting is filed in a safe place. The approved minutes become legal records of business conducted by the board. A copy of the minutes should be available to anyone who wishes to read them.

A COPY OF THE MINUTES SHOULD BE SENT TO THE SUPERINTENDENT OF THE ALASKA STATE-OPERATED SCHOOL SYSTEM THROUGH THE DIRECTOR OF SCHOOL BOARD DEVELOPMENT.



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The school board has the important task of deciding on the educational program to be provided for its children. The basic beliefs and feelings of the community should be considered in setting up the programs. The school board might spend a great deal of time talking with various groups in the community to find out what the people believe the school program should provide. Children may also be included in the discussions to help the whole community understand their needs.

THE PHILOSOPHY IS THE FOUNDATION
FOR THE SCHOOL PROGRAM.

From the ideas and feelings that are heard and felt, the board must develop a philosophy upon which to build the educational program for its school. The philosophy will be made up of general statements of beliefs about what the community wants the school to try to do.

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A VERY SIMPLE STATEMENT OF PHILOSOPHY IS BEST. EVERYONE IN THE COMMUNITY SHOULD BE ABLE TO UNDERSTAND AND TO RELATE TO THE PHILOSOPHY.

Some statements of philosophy which were composed by some advisory school board members during training sessions are found in the following pages. Some questions that might be used for group discussions when the statement of philosophy is being developed are:

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— What kind of person do we want our child to be?

—How do we want him to think about other people...their ideas, their appearance, their feelings, their comfort?

— How do we want him to think about his friends...his parents, older people, little ones, strangers, visitors, sick people, people of other races, colors?

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— How do we want him to think and feel about his home? His every day surroundings? The things he uses? His work? His play? Money?

— What feelings do we want our teachers to have toward our children?

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BRISTOL BAY AREA DEVELOPMENT CORPORATION
EDUCATIONAL COMMITTEE WORKSHOP

May 17-18,1973

Dillingham, Alaska

PHILOSOPHY developed by part of the participants:

We believe that our schools should be open for learning and useful activities when needed by the community.

We believe that learning should be fun for our kids and that each child should be treated as an individual.

We believe that our children should have the opportunity to learn and appreciate the language and traditions of our people.

We believe that kids should learn the basic skills in a variety of ways.

****

GOALS for Children:

Basic education is important: reading, math, writing & spelling.

They should be relaxed in school. The teacher should spend time with all the children. They should have individual attention.

Educational films are important; they show what the children are reading about.

Types of mini-courses that will hold the boys' attention and keep them happy in school. (Welding, boat building, scuba diving, etc.)
Health habits...

Bi-lingual program

They need to learn the things that will be used in their way of life.

Mini-courses in what Land Claims, Incorporation, and government is about

Community school program; education is for people of all ages

Learning about their ancestors and their way of life. Respect and consideration for others. Self-respect and confidence in themselves.

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Health habits; mini-courses in alcohol and dope
Better supervision over the kids to be sure they are given a good chance. Extra curricular activities and occupying their spare time.
Swimming pools in the schools because so many people drown in this area.

We believe that schools should prepare children for a way of life that will help them not just while they are in school but out of it as well.

NORTHWEST ALASKA NATIVE ASSOCIATION
EDUCATIONAL MEETING SCHOOL BOARD WORKSHOP

May 3, 4, 1973 — Noorvik, Alaska

This statement of philosophy was developed by advisory school board members from Noorvik, Huckland, Deering, Kiana, Selasik, Kobuk, Kivalina, Shungnak, Noatak, and Ambler

We believe that our schools should provide the informal atmosphere to make our children feel secure, develop self-discipline, and develop respect for all people.

We believe that our children should have a bilingual program and a continuing option to become skilled in their native language.

We believe that our children should acquire the basic skills such as: use of materials, reading, math, English, and spelling.

We believe that our children should have the opportunity to learn vocational skills for home and work such as: carpentry, welding, plumbing, small engine repair, cooking, sewing, nutrition, secretarial and business management.

We believe that our children should have the chance to develop creative artistic skills such as: music, carving, silver work, block printing, design, bead work, leather work, and skin sewing.

Participants

Elwood Ataruk, Kiana
Emma Berry, Shungnak
Nita Commack, Selawik
Bernice Custer, Kobuk
Louise Moto, Deering
Alfred K. Wells, Noorvik
Jack Penn, Sr., Ambler
Lowell W. Sage, Kivalina
Walter Sampson, Noorvik
William K. Sheldon, Noorvik
Evelyn Shy, Noatak
Donna Zibell, Noorvik

The following goals and philosophy were developed by the village school board members attending a workshop in Nome on March 27 and 28.

Goals for Children:

General education (Basic skills in math, science, reading, spelling, language)

Pride in heritage

Bi-cultural-enrichment (might be extra-curricular)

Choice of language (or dialect)

Use of traditional skill and tools (sleds, snowshoes, carving, sewing,etc.)

Philosophy:

We believe that our schools should prepare our children to live in today's world, to have an opportunity to learn and appreciate the language and tradition of our people, and to learn the basic skills and attitudes to become good citizens of the community.

*****

Kauwerak, Incorporated, Education Committee School Board Workshop
Coordinator: Wade Jackinsky, for Workshop CNER
Tim Taworak, for Arrangements of People & Place, Kauerwk, Inc.

--We want our children to have fun while learning...to understand that learning is fun. We want our children to desire education and not to be dropouts if they do continue to go to school, wherever they go. (Re-stated from comments by Joe Upickson, North Slope Borough School Board.)

HERE IS A SAMPLE POLICY WITH THE ADMINISTRATIVE RULES TO GO WITH IT:

Policy On School Volunteers

The Wewok School Board feels that volunteers can help to do things in our school. The Board approves a Volunteer Program that meets the rules of the school. Special thanks will be given each year to volunteers.

Administrative Rules On School Volunteers

Volunteers help the teachers and the teachers aides in the school. They help the students under the direction of the teacher. Volunteers do paper work such as keeping records. They may prepare materials for lessons.

The principal teacher will select the volunteers. The needs of the school for volunteers will be made known to local people.

Training will be given to volunteers before they work in the school.

The principal teacher will decide if the volunteer is doing what is needed in the school.

At the end of each school year a special certificate of thanks for the special help to the children will be awarded to each volunteer.

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DEVELOPING AND ADOPTING BOARD POLICY

A school board should agree on definite aims and objectives and then adopt policies as guides for the people who actually run the school. After the school board lays the foundation for the educational program, the staff has the responsibility to decide how the goals will be met.

POLICIES ARE PLANS FOR RUNNING THE SCHOOLS. THEY PROVIDE DIRECTION FOR THE STAFF IN MEETING THE AIMS OF THE SCHOOL.

The policies should be simply stated and should give direction for the staff in making rules for the operation of the school. The policy statements should be written clearly. Policies that are similar should be grouped together to be more easily located. They could be kept in a loose-leaf notebook so new ones (or revisions) could easily be added. Policy Codification Project B-2D)

THE ADVICE OF THE SCHOOL STAFF BE SOUGHT WHEN POLICIES ARE BEING DEVELOPED.

In addition to information obtained from the school staff, parentsand pupils may also be consulted. A brief procedure for developing policies might be outlined as follows:

1. Informal meetings of the board with community residents.
2. Work sessions with the school staff to develop tenative policy statements.
3. Invite people to review the statements.
4. After time to study them, let the community residents tell what they think of the statements. Teachers and pupils may also say what they think.
5. Make changes if necessary.
6. Adoption by the school board as official policy.

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SCHOOL PROGRAM EVALUATION

After the school board has agreed upon a philosophy and has adopted policies for developing a school program to achieve its aims or objectives, the process of evaluation begins. One way or another, every job we do is usually evaluated by ourselves and others. Evaluation is just one way of asking, "Was it a good job?" "Was it a bad job?" "Was it a good idea or a bad idea?" "Was it worthwhile?"

THE BOARD SHOULD ADOPT A POLICY REGARDING EVALUATION.

The work of the school should be compared to what the people want the schools to do for their children. Although the goals or objectives are set by the school board, actual evaluations are usually a cooperative effort of both the board and the school staff.

EVERYTHING THAT HAPPENS IN THE SCHOOL, OR BECAUSE OF THE SCHOOL, CAN BE EVALUATED.

To evaluate teaching and learning we must first know what we expect children to learn and how we expect them to learn it. Outsiders may not understand what the local community wants its children to get from school. This is one reason why local boards are so important.

THE SCHOOL BOARD DETERMINES WHAT WILL BE EVALUATED AND HOW

Each community must determine whether the school program measures up to its expectation. Some of the items included in an evaluation of a school program are:

1. How buildings are built, cared for, and used.
2. Effectiveness of teachers.
3. Behavior of the children.
4. What the children learn and how they learn it.
5. The business operation of the school.
6. The amount teachers are paid.
7. Ways the school administer helps meet the goals of the community for the education of the children.
8. The education program as a whole. The scope, range and variety of activities in the school.
9. The operation of the school board.

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THINGS TO REMEMBER ABOUT ANY EVALUATION:

1. Ways to do self-evaluation should be looked for first.
2. Ways to measure local questions should be designed locally.
3. All sources of information on any subject evaluated must be included.

Some local boards may want help from outside the school system to carry out an evaluation. If outside help is used, it is important for the local board to remember that a consultant is an advisor and not one who tells you how to do your job.

ACTUAL DEMONSTRATIONS OF SCHOOL PROGRAMS WILL GIVE SCHOOL BOARD MEMBERS A GOOD IDEA OF WHAT IS GOING ON IN THE SCHOOL.

A regular meeting of the board might be given over to let the students show what they are doing in school. The members of the school board may also wish to visit the schools to see the programs in action.

THE MOST IMPORTANT PURPOSE OF EVALUATION IS TO MAKE EDUCATION BETTER IN THE FUTURE.

Recognizing the importance of evaluation and the need for evaluation instruments which are appropriate for the State Operated School System, the Board of Directors has employed an evaluation specialist. The results of his work are already being noticed.

SCHOOL BOARD AND COMMUNITY RELATIONSHIPS

A school board will soon find that it works with all the people in the community. The board must help build good relationships by telling people about the schools and by inviting people to work with the school board in developing sound policies. It is also necessary for the school board to work very closely with the school staff to develop the kinds of programs which the people want and will support.

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GOOD COMMUNITY RELATIONS MUST BE SET BY THE SCHOOL BOARD.

The school program will affect the entire community. Parents are especially interested in the schools, but many people who have no children are also concerned about the school. Taxpayers like to see good results from the money that is spent.

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CITIZENS OF THE COMMUNITY SHOULD FEEL FREE TO VISIT THE SCHOOLS

Citizens of the community, as well as board members, should feel free to visit the schools to see the educational program in action.

When individuals do visit the school, they should always act as guests and watch quietly.

SCHOOL BUILDINGS CAN BE USED FOR MANY PROGRAMS FOR ADULTS AND FOR VARIOUS ACTIVITIES WHICH ARE NOT A PART OF THE REGULAR SCHOOL PROGRAM.

When the school is used for more than the regular school hours, the school board will have more work to do and may need help in planning and carrying out the program. Residents in the community other than the school staff may have to take some of the responsibility as directors of programs, sponsors for various activities, and teachers of certain classes.

THE SCHOOL BOARD IS RESPONSIBLE TO THE COMMUNITY

The school board must form a philosophy, state goals, and work with people in the community to develop a good school program. School board members should visit the school and get information that will be helpful in building good relationships in the community. When a person is elected to a school board, he should take the job seriously and be responsible to the community. An elected school board represents the people in the community.

THE SCHOOL BOARD MUST PREVENT A PARTICULAR GROUP FROM FORCING ITS DESIRES ON THE ENTIRE COMMUNITY.

All groups of individuals deserve courteous listening, but the school board must act for the good of the children and the school. A group with a "cause" may not have the facts. They may threaten people or cause them to feel uncomfortable, and try to gain their desires. The school board must realize that many times such a group does not represent the whole community. Very often, after the group has been listened to, and some easing of the problem has been worked out, the people in the group forget about their "cause" and everyone is at ease again.

THE SCHOOL BOARD MUST ALWAYS BE AWARE OF THE CONCERNS OF PARENTS ABOUT THE EDUCATION OF THEIR CHILDREN.

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Most school board members have children in school and this helps in understanding concerns of other parents. The school board should listen to what the parents say about the school. When the parents are unhappy about the school, it is up to the school board to find out why they are unhappy and to try to change the situation.

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Any person who works with children should be carefully selected. This administrators, teachers, aides, custodians, food handlers, nurses, and volunteers. Every person who works with the children should know and follow the board's stated philosophy and policies and the rules of the school.

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THE SCHOOL ADMINISTRATOR IS A PROFESSIONAL PERSON WHO IS HIRED TO CARRY OUT THE PLANS, POLICIES AND DECISIONS OF THE SCHOOL BOARD.

The employment of an administrator is extremely important since he is responsible for developing an educational program in keeping with the philosophy and goals established by the board. The board may not always agree with the principal teacher, but it will usually uphold his decisions if they are in agreement with board policy. If the board fails to uphold the principal teacher's decisions, a very serious situation develops and either the policy must be changed or there must be a change in personnel. The school board should try very hard to have a good working relationship with the principal teacher. (Policy Codification Project B-2BDA)

THE SCHOOL BOARD HAS THE RESPONSIBILITY FOR DEVELOPING THE SCHOOL PHILOSOPHY AND POLICIES. MANAGEMENT OF THE SCHOOL PROGRAM IS THE RESPONSIBILITY OF THE ADMINISTRATOR.

The school board must develop a philosophy, policies and goals for the school. The board must also give some attention to how the people feel about the school and how they want their children educated. The actual management of the school program is the responsibility of the school administrator, but it must be done within the framework of the school policies.

THE BOARD MAY ACCEPT OR REJECT RECOMMENDATIONS MADE BY THE ADMINISTRATOR.

A board may not always agree with the principal teacher or other administrators, but it will usually uphold his decisions if they follow board policy. The school board should try very hard to have a good working relationship with the administrator. This relationship can be developed best when the duties and responsibilities of board members and of administrators are defined and understood.

THE PRINCIPAL TEACHER HAS A RIGHT TO EXPECT CERTAIN THINGS FROM THE SCHOOL BOARD.

After a person has been selected to serve as the principal teacher, the board should place trust in that person. The board must develop a philosophy, and establish goals and policies for the school. The members of the school board must attend meetings and give some indication of how the people feel about the school and how they want their children treated. The evaluation of the administrator must be done by fair means.

WHAT IS EXPECTED OF INDIVIDUAL SCHOOL BOARD MEMBERS MAY NOT BE THE SAME IN EVERY COMMUNITY.

Although the expectations of individual board members will vary from community to community, it is generally expected that the school board member should:

(1) keep the interest of all the school children first in his thinking;
(2) think of himself as a team member;
(3) respect the opinions of others;
(4) be a good listener;
(5) attend all board meetings; and
(6) accept and support the majority decisions of the board.

(For additional information see Chapter II of A Guide for New School Board Members.)

THE SCHOOL BOARD SHOULD MAINTAIN A GOOD WORKING RELATIONSHIP WITH TEACHERS.

A better educational program for children is the usual result of everyone working together as persons of good will. If problems do arise, the school board should try very hard to work out the differences in such a way that the school program will not be upset. The school board should feel free to communicate with the teachers, and the board should provide a way for the teachers to give suggestions and advice to the board. The board must be open to suggestions and willing to listen to the teachers.

THE DISMISSAL OR TEMPORARY SUSPENSION OF A TEACHER IS A SERIOUS MATTER.

A teacher may be dismissed at any time for the following causes:

(1) incompetency, which is defined as the inability or the unintentional or failure to perform the teacher's customary teaching duties in a satisfactory manner;

(2) immorality, which is defined as the commission of an act which, under the laws of the state, constitutes a crime involving moral turpitude; or

(3) substantial noncompliance with the school laws of the state, the regulations or bylaws of the department, the bylaws of the district, of the written rules of the superintendent.

A teacher may be suspended temporarily with regular compensation during a period of investigation to determine whether or not cause exists for the issuance of a notification of dismissal. Definite procedures, which should be well known to the administrator, must be followed in actions involving temporary suspension or dismissal.

(Sec. 14,20,170)

THE SCHOOL BOARD MUST INCLUDE A POLICY ON THE MANNER IN WHICH STUDENTS MAY BE SUSPENDED AND EXPELLED.

The principal teacher or area superintendent may suspend students if necessary, but usually for not more than three days. For a longer suspension there must be a set procedure. Only the school board has the authority to expel a student and keep him out of school. The board must be sure that the procedure for suspension and expulsion allows the proper hearing and defense measures for the student and his parents or guardians. The student has a right to be represented by an attorney and to question those who are charging him with an offense so serious as to expel him from school. (Refer to Policy Manual)

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SOME MEETINGS MAY BE HELD TO LET STUDENTS SHOW THEIR WORK AND EXPLAIN WHAT THEY ARE DOING IN SCHOOL.

Many school boards have found that meetings which provide an opportunity for students to participate are very informative. Among other things, it reminds the board that children should receive first consideration when policies are adopted for the school.

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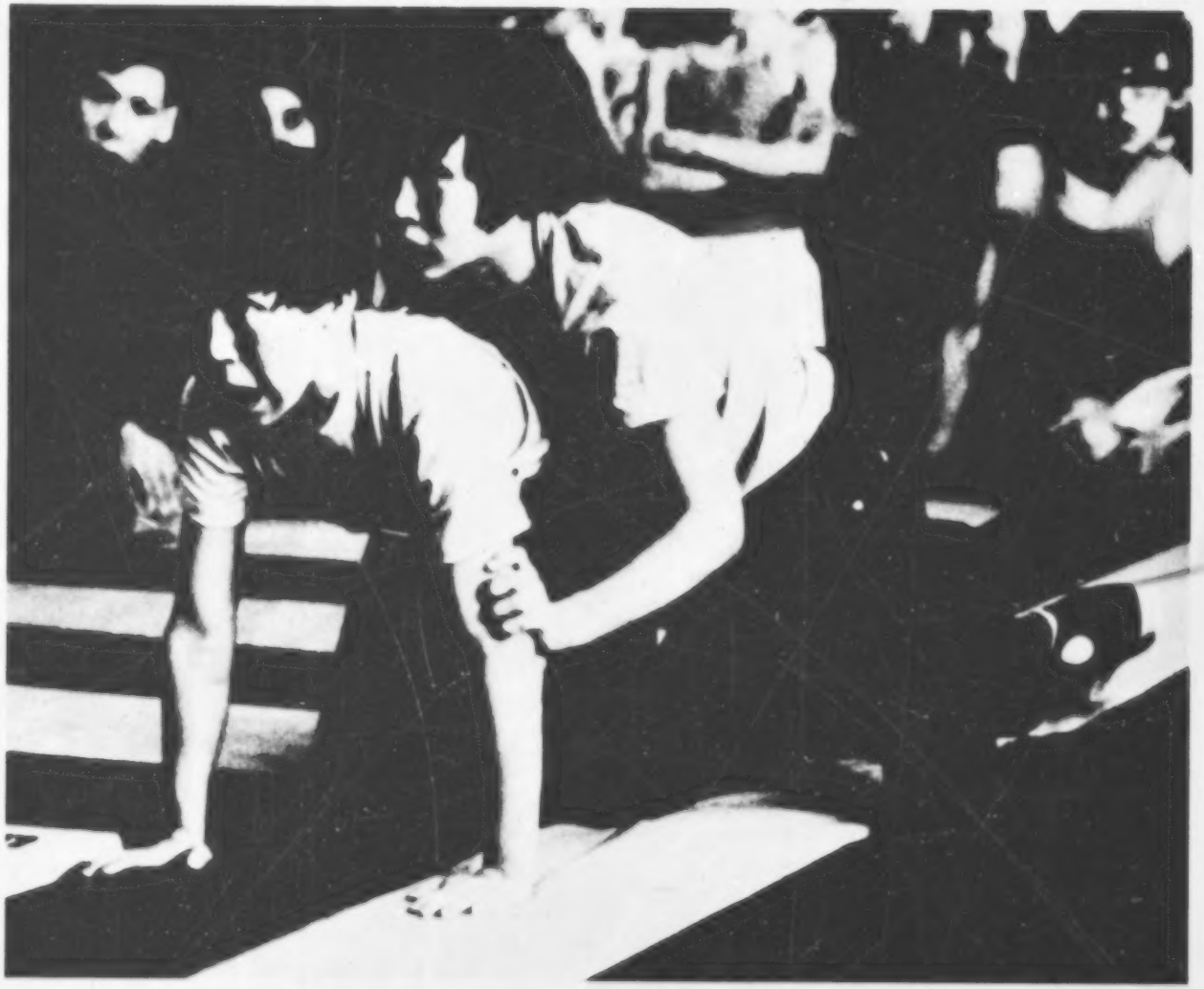
STUDENTS SHOULD BE INVOLVED IN PLANNING THE SCHOOL PROGRAM.



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If students help plan the school program and the rules which govern the program, they will participate in a more responsible manner. The staff should work with students to develop statements about the rights and responsibilities of students. Many schools provide a handbook for students which has a section on student rights and responsibilities.

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MOST TEACHERS ARE MEMBERS OF STATE AND LOCAL ASSOCIATIONS.

Teachers develop strong ties through memberships in local and state organizations. The school board should develop a close working relationship with these organizations since both groups are usually working to accomplish the same goals. Additional information about teachers' organizations is readily available from their members.

ASSOCIATIONS OF SCHOOL BOARDS PROVIDE HELPFUL SERVICES.

Through the years the local boards in the different communities have found that many of the problems encountered are similar to those in other communities and that improvements can be made to come about faster through cooperative efforts. Generally, associations of school boards have provided the following services:

1. An annual meeting at which programs are held that demonstrate ways for making board members more effective.

2. Special workshops to work on specific problem areas that are of concern to the members.

3. Representation of viewpoints of local school boards before legislative committees, the State Board of Education, and other groups whose actions might be of concern to local school boards.

4. Legislative newsletters to keep board members informed on matters of importance to school people that are being considered by the legislature.

5. A journal that prints articles and stories about problems of concern to local boards.

6. Consultation services from persons who are knowledgeable in the field of education.

7. Assistance in locating good school administrators.

8. Participation in national and regional meetings of persons concerned with education.

9. Research into matters of interest to local boards.

The Alaska Statutes (Sec. 14,14,150-160) recognize the Association of Alaska School Boards as the organization and representative agency of the members of the school boards of the state and provide that the Department of Education and local districts may cooperate with the Association of Alaska School Boards in its in-service training program for school board members and in encouraging and fostering cooperation among the school boards affiliated with the Association. The Association of Alaska School Boards can be of service to advisory school boards in the same general ways that it serves school boards. (Policy Codification Project 1-20A)

ORGANIZED GROUPS ARE MORE EFFECTIVE IN MAKING CHANGES.

Any individual may work to bring about a change in an agency of the government, or in the laws which govern the schools. School boards have found that they are more effective if they work through organized groups such as the Association of Alaska School Boards.

Individuals who hold political office are responsive to the voters who elect them. School boards should present suggested changes in the laws which govern the schools to the political leaders in the local area. Organized groups are usually necessary for carrying on a successful lobbying effort to about the desired changes.

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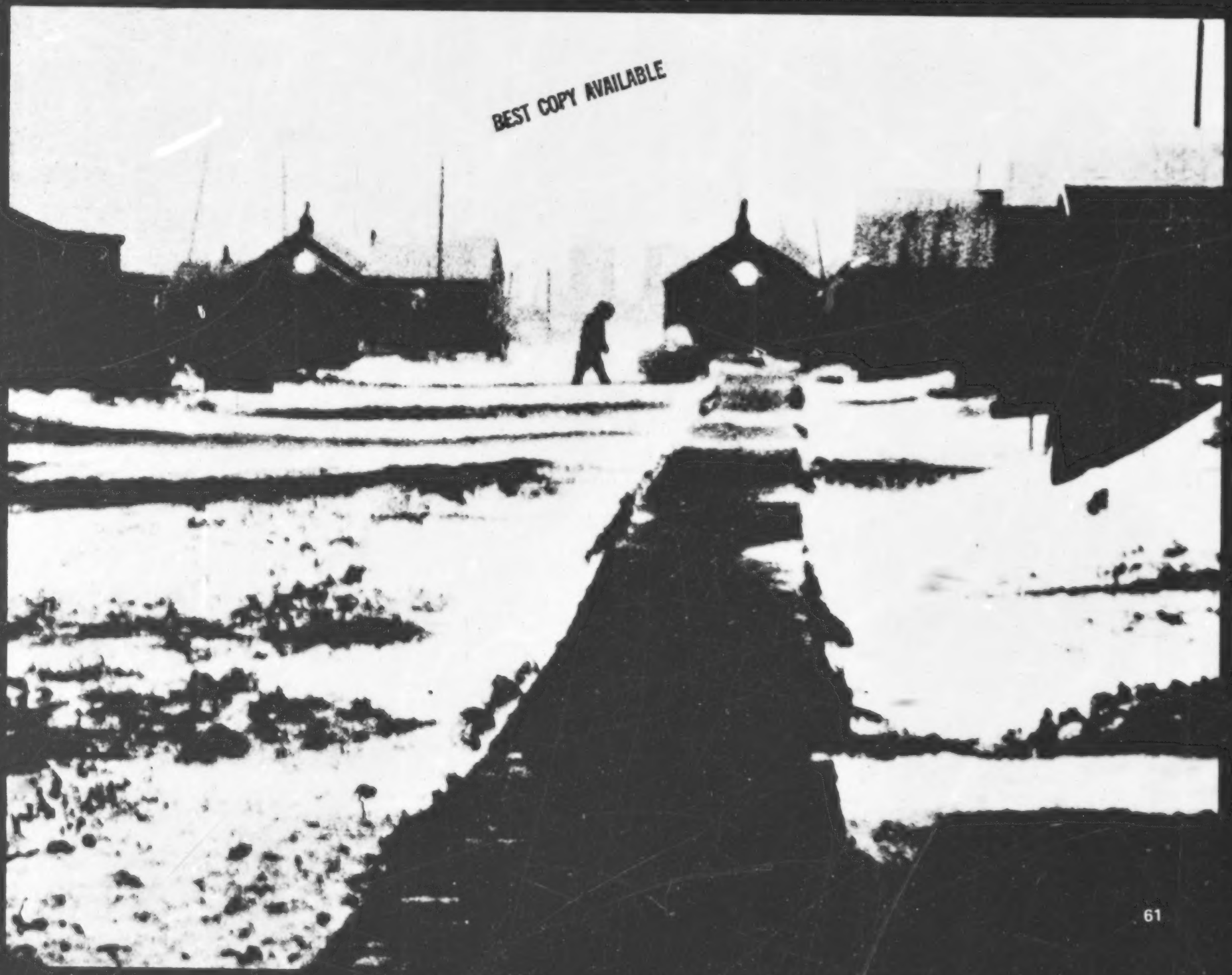

PART III. OTHER SCHOOL BOARD RESPONSIBILITIES

BUDGETS AND BUILDINGS

THE SCHOOL BUDGET IS A PLAN FOR RECEIVING AND SPENDING THE MONEY AVAILABLE TO SUPPORT THE EDUCATIONAL PROGRAM IN THE COMMUNITY.

Budgets are prepared by the school administrator, taking into consideration the philosophy and goals of the school as set by the board. The school board reviews, revises, and approves the school budget.

SCHOOL BUILDINGS MAY SERVE MANY PURPOSES IN THE COMMUNITY.

Before a new building is planned, the school board must decide just what the program will be in the new building. It is important that the local needs, the culture, and the environment be considered. Local residents should be invited to help in planning new building.

THE SCHOOL BOARD HAS THE RESPONSIBILITY FOR DECIDING WHEN BUILDINGS OR ADDITIONS ARE NEEDED.

The school buildings are public property and may be used for educational and related purposes as provided for in school policy.

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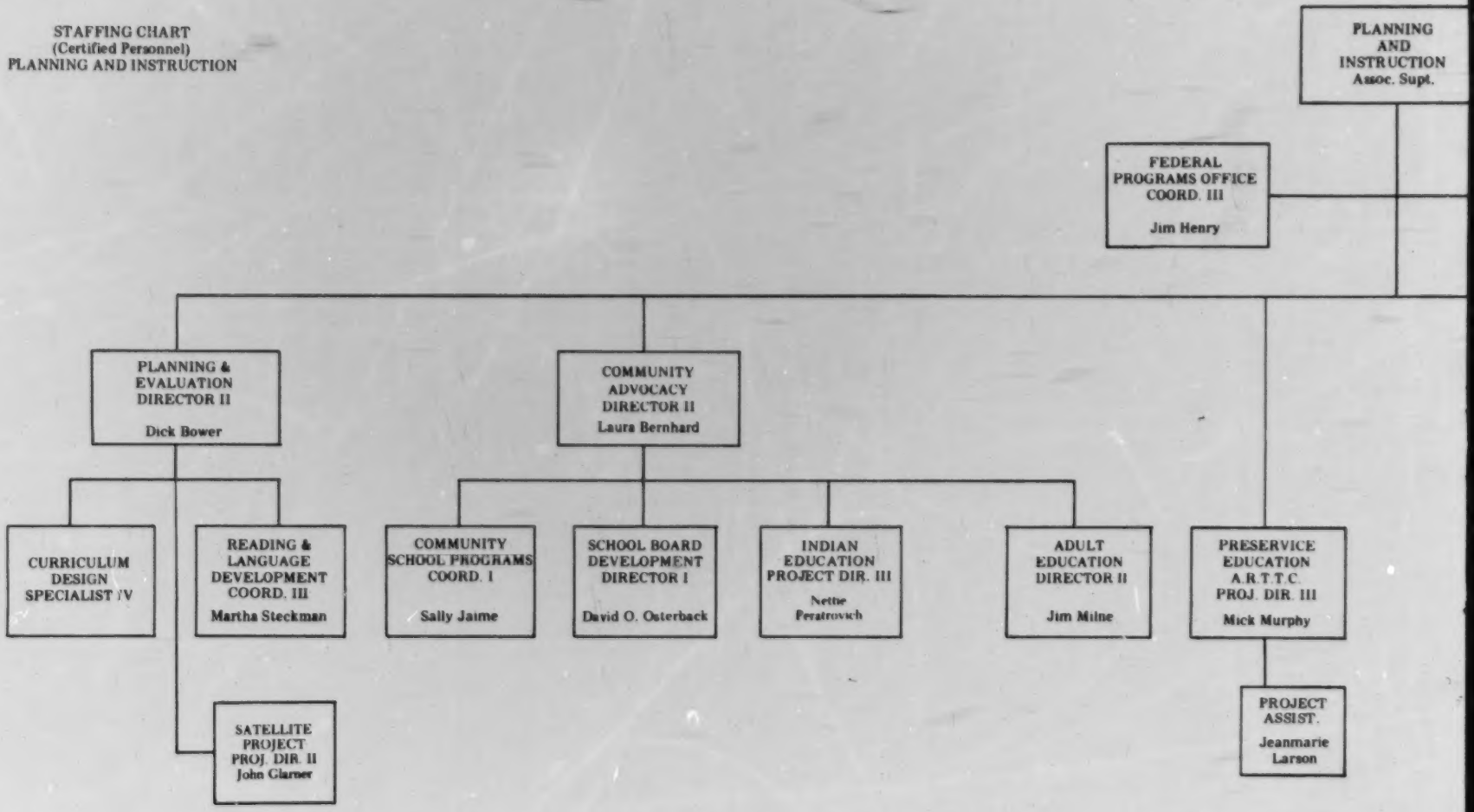
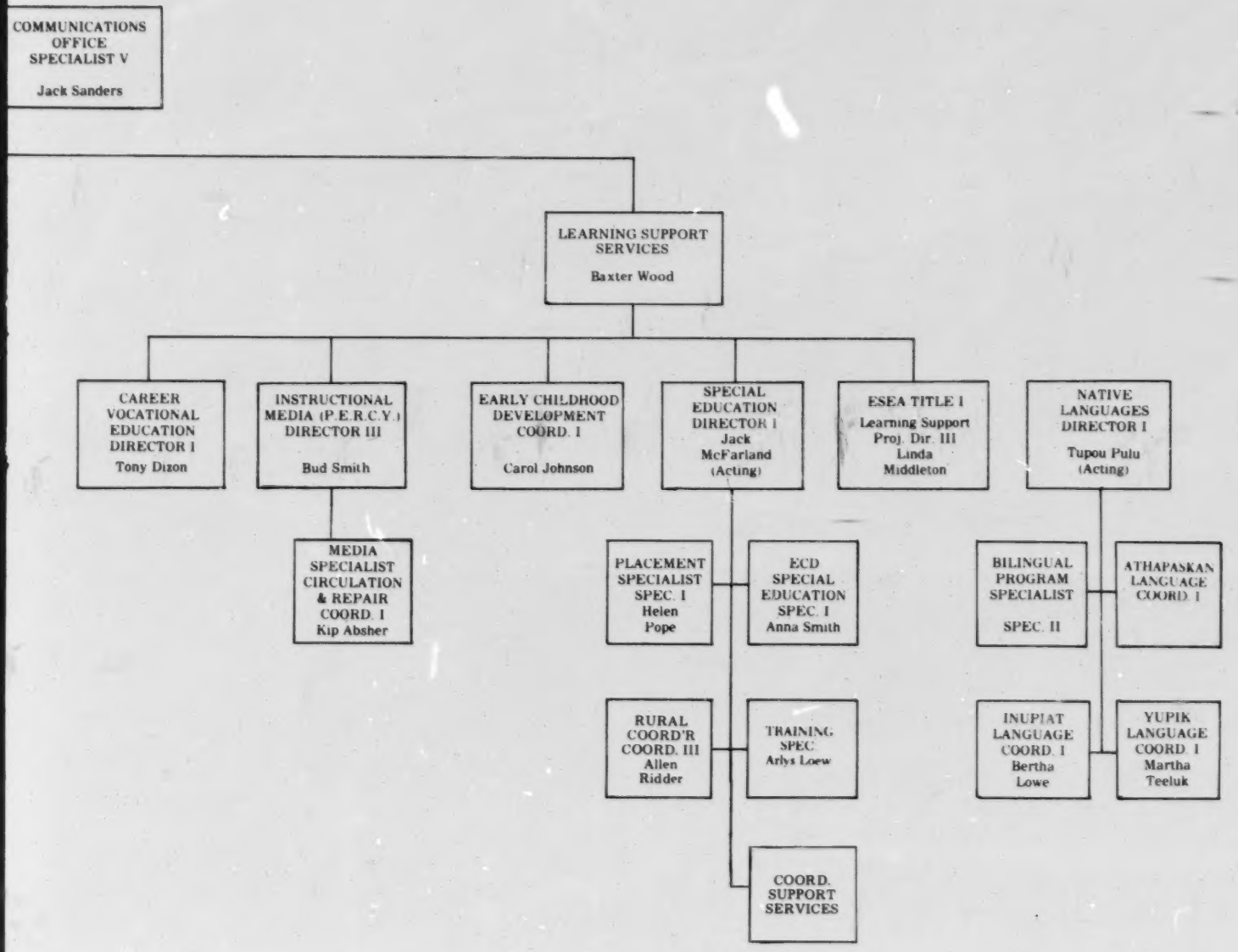
ORGANIZATION CHART

STAFFING CHART
(Certified Personnel)
PLANNING AND INSTRUCTION




COMMUNICATIONS OFFICE SPECIALIST V
Jack Sanders
LEARNING SUPPORT SERVICES
Baxter Wood
CAREER VOCATIONAL EDUCATION DIRECTOR I
Tony Dizon
INSTRUCTIONAL MEDIA (P.E.R.C.Y.) DIRECTOR III
Bud Smith
EARLY CHILDHOOD DEVELOPMENT COORD. I
Carol Johnson
SPECIAL EDUCATION DIRECTOR I
Jack McFarland (Acting)
ESEA TITLE I
Learning Support Proj. Dir. III
Linda Middleton
NATIVE LANGUAGES DIRECTOR I
Tupou Pulu (Acting)
MEDIA SPECIALIST CIRCULATION & REPAIR COORD. I
Kip Absher
PLACEMENT SPECIALIST SPEC. I
Helen Pope
ECD SPECIAL EDUCATION SPEC. I
Anna Smith
BILINGUAL PROGRAM SPECIALIST SPEC. II
ATHAPASKAN LANGUAGE COORD. I
RURAL COORD'R COORD. III
Allen Ridder
TRAINING SPEC.
Arlys Loew
INUPIAT LANGUAGE COORD. I
Bertha Lowe
YUPIK LANGUAGE COORD. I
Martha Teeluk
COORD. SUPPORT SERVICES

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